



**THE USE OF INTRODUCTION, BODY, CONCLUSION, (IBC)  
STRATEGY IN TEACHING WRITING RECOUNT TEXT  
TO THE TENTH GRADE STUDENTS AT MA NU  
BANAT KUDUS IN THE ACADEMIC YEAR  
2015/ 2016**

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**ENGLISH EDUCATION STUDY PROGRAM  
FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITY OF MURIA KUDUS  
2015/2016**



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**DEPARTEMENT OF ENGLISH EDUCATION  
FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITY OF MURIA KUDUS  
2016**

## MOTTO AND DEDICATION

### Motto:

“Education is not something that acceptable, but something in get”

“Don’t waste the day without learning, because it would mean closing the day with failur”

### Dedication

This Skripsi is dedicated to:

- ☺ Her beloved Parents “Mr. Ngarbi and Mrs. Sulikah” who always give support
- ☺ Her belovedsister “Ellya Naharin Latifah”
- ☺ Her best friends ”My Three Angels”
- ☺ All of her lecturers in Muria Kudus University
- ☺ All of her friends

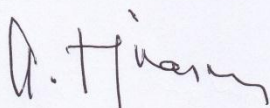


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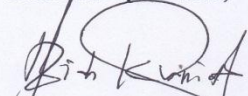
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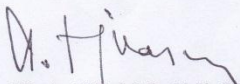
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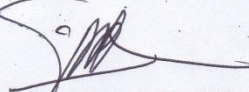
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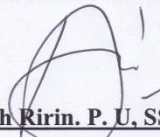
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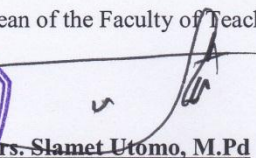
  
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Kudus, January 2016

Nur Hayati Safitri



## ABSTRACT

Safitri, Nur Hayati.2016. *The Use Of Introduction, Body, Conclusion (IBC) Strategy In Teach Writing Recount Text To The Tenth Grade Students at MA NU Banat Kudus in the Academic Year2015/ 2016. Skripsi.* English Education Department, Teacher Training and Education Faculty, Muria Kudus University. Advisor: (i) Dr. H. A. Hilal Madjdi, M.Pd, (ii) Mutohhar, S.Pd, M.Pd.

Keyword: *Teaching English, Writing, Introduction, Body, Conclusion strategy*

Writing ability is how students are able to think, share and compose words into written form organizing and structurally based on the topic given. Recount text is one of genre which becomes the point in teaching writing ability of tenth grade students. By choosing many topics of recount text are hoped to make students be creative in writing activity. While, by applying Intreoduction Body Conclusion strategy in teaching writing recount text it is aimed to teaching writing ability of the students.

The objective of this research is to find out whether, if there is a significant difference between the writing ability of recount text of the tenth grade students of MA NU BANAT Kudus in the academic year 2015/2016 before and after being taught by using Introduction Body Conclusion strategy.

This is quasi-experimental research as a design of the research. The subject of this research is the Tenth Grade Students of MA NU BANAT Kudus in the Academic Year 2015/2016 and use one class (X IPS 1) that consist of 46 students.

The result of this research shows that the writing ability of recount text of the tenth grade students of MA NU BANAT Kudus in the academic year 2015/2016 before being taught by using Introduction Body Conclusion strategy is found the highest score is 60, and the lowest score is 25. And from the calculation the data, the mean is 32.45, the standard deviation is 13.86. So, the result is Fair. Meanwhile, the test result of the writing ability of recount text of the tenth grade students of MA NU BANAT Kudus in the academic year 2015/2016 after being taught by using Introduction Body Conclusion strategy is found the highest score is 80, and the lowest score is 60. And from the calculation of the data, the mean is 75.60, and the standard deviation is 4.08. It is categorized as good. For analyzing the data, the writer used t-test. The result is 31.64. Based on the significance level of df 45 in level 5% is  $\pm 2.00$ , it means that the result is higher than the significance level, and it shows there is a significance difference between the writing ability of recount text of the tenth grade students of MA NU BANAT Kudus in the academic year 2015/2016 before and after being taught by using Introduction, Body, Conclusion strategy .

Based on the result above, the writer concludes that Introduction, Body, Conclusion strategy well in teaching writing ability. For the teacher, Introduction, Body, Conclusion strategy can be applied as an alternative strategy in teaching writing process.

## ABSTRAK

Safitri, Nur Hayati.2016. *Penggunaan Introduction, Body, Conclusion, (IBC) strategy untuk Mengajar Menulis Recount text Siswa Kelas Sepuluh MA NU BANAT Kudus Tahun Ajaran 2015/2016*. Skripsi. Pendidikan Bahasa Inggris Universitas Muria Kudus. Pembimbing: (i) Dr. H. A. Hilal Madjdi, M.Pd, (ii) Mutohhar, S.Pd, M.Pd.

Kata Kunci :*Pengajaran Bahasa Inggris, Menulis, Introduction, Body, Conclusion strategy*

Kemampuan menulis adalah bagaimana siswa dapat untuk berfikir, berbagi dan menyusun kata-kata ke dalam bentuk tertulis yang terorganisasi dan terstruktur berdasarkan pada topik yang diberikan. Teks Recount adalah salah satu dari banyak genre yang menjadi poin pada pengajaran kemampuan menulis untuk siswa kelas X. Pemilihan banyak topic teks recount diharapkan dapat membuat siswa menjadi kreatif pada aktivitas menulis. Sedangkan penerapan Introduction, Body, Conclusion strategy dimaksudkan untuk meningkatkan kemampuan menulis siswa.

Tujuan dari penelitian ini adalah untuk mengetahui apakah ada perbedaan yang signifikan antara kemampuan menulis teks recount pada siswa kelas X MA NU BANAT Kudus Tahun Akademik 2015/2016 sebelum dan sesudah diajar menggunakan Introduction Body Conclusion strategy.

Penelitian ini kuasi-eksperimental sebagai desain penelitian. Subjek dari penelitian ini adalah siswa kelas X MA NU BANAT Kudus Tahun Akademik 2015/2016 dan menggunakan satu kelas (X IPS 1) yang terdiri dari 46 siswa.

Hasil penelitian ini menunjukkan bahwa kemampuan menulis teks recount siswa kelas X MA NU BANAT Kudus Tahun Akademik 2015/2016 sebelum diajarkan dengan menggunakan Introduction Body Conclusion strategy ditemukan nilai tertinggi 60, dan skor terendah 25. Dan dari perhitungan data, rata-ratanya 32.45, standar deviasi 13.86. Jadi, dikategorikan masih rendah. Sementara itu, dari hasil tes kemampuan menulis teks recount siswa kelas X MA NU BANAT Kudus Tahun Akademik 2015/2016 setelah diajarkan menggunakan Introduction Body Conclusion strategy ditemukan nilai tertinggi 81, dan skorterdah 60. Dan dari perhitungan data, rata-ratanya 75.60 dan standar deviasi 4.08. Jadi, dikategorikan baik. Untuk menganalisis data, penulis menggunakan uji-t. Hasilnya 31.64. Berdasarkan tingkat signifikansi df 45 di tingkat 5% adalah  $\pm 2,00$ , berarti hasilnya lebih tinggi dari tingkat signifikansi, dan itu menunjukkan ada perbedaan yang signifikan antara kemampuan menulis teks recount pada siswa kelas sebelum dan sesudah diajarkan dengan menggunakan Introduction Body Conclusion strategy.

Berdasarkan hasil di atas, penulis menyimpulkan bahwa Introduction Body Conclusion strategy baik dalam meningkatkan kemampuan menulis teks recount. Untuk guru, Introduction, Body, Conclusion strategy dapat diterapkan sebagai alternatif strategy dalam proses pengajaran menulis.

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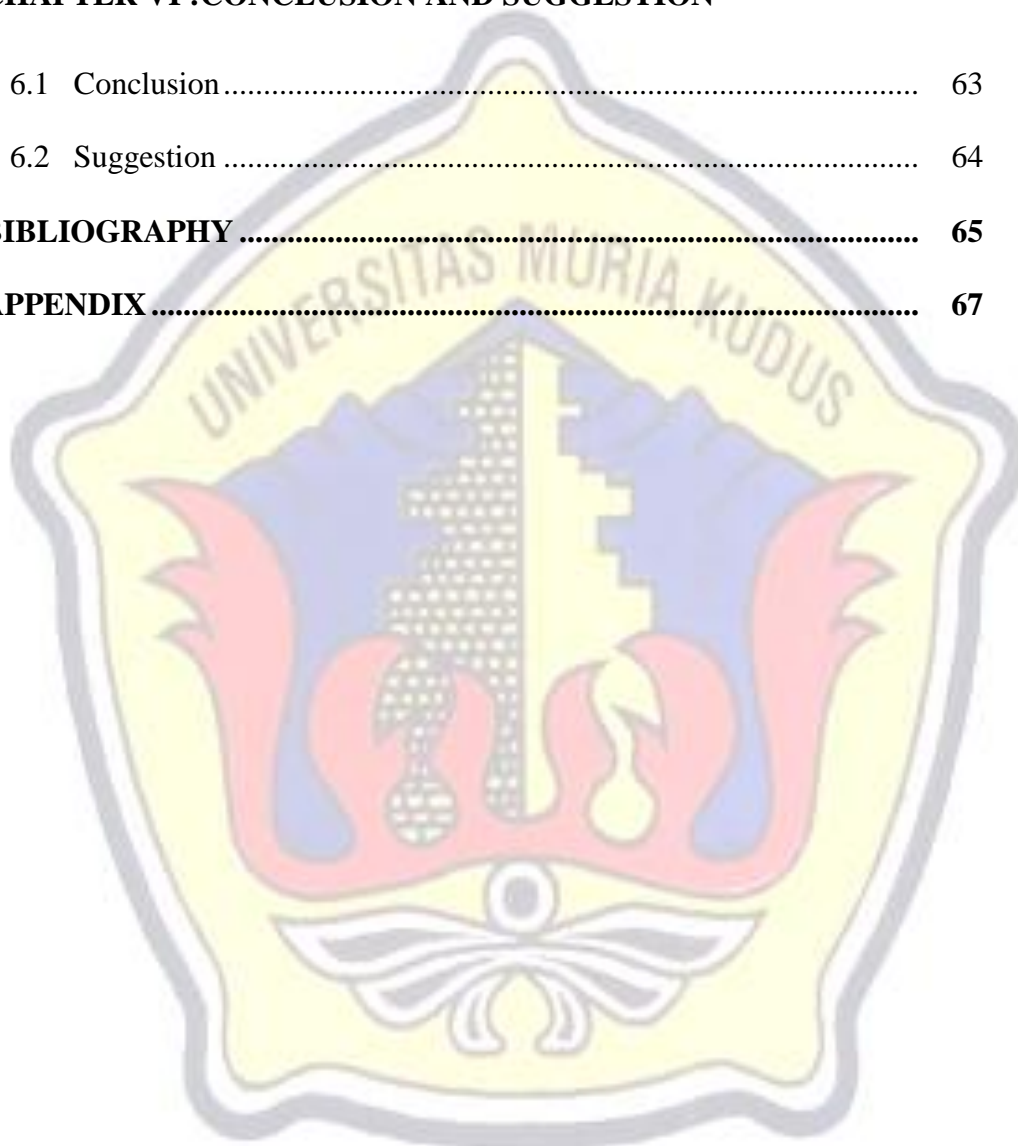
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